CHAPTER-II

REVIEW OF RELATED LITERATURE

Review of literature serves as a link between the old and the new and between the known and yet to be known. BOOKWALTER and BOOKWALTER (1957). Say, “Need to know what has been done and in the subject area but they needs to know the degree of success that was found in the use of research technique or methods”. The more the person is aware of the gaps and weakness of the research that has been done the more apt they is to plan his own research problem well. The literature in any field forms the foundation upon which all future work will be built. In fact, the success of any new research project to a larger extend depend upon how well it is united with the previous researches of the same kind. Divergences and convergences in the problem especially in its procedures and processes cannot be justified without references to the past story.

Paddy McCormack (2007) study was undertaken by him to examine the various factors which have an impact on the leadership and coaching behaviours of high-level hurling coaches. A considerable gap exists between the importance assigned to athletic leadership and the efforts to understand it (Reimer & Chelladurai, 1995). Inter-county senior hurling coaches (n = 35) were surveyed on a demographic questionnaire and their self-perception of leadership and coaching behaviors were analyzed using the Revised Leadership Scale for Sport (Zhang, Jensen, & Mann, 1997).

Descriptive data was collected on motives for coaching, roles of the coach, criteria for measuring success, sources of coach education and development. An analysis of variance (ANOVA) was conducted on quantitative data on the relationships between age, experience, coach education, and leadership.

Results showed a significant relationship between age and situational consideration (P = .001), club coaching experience and training instruction (p = .020), and between inter-county coaching experience and training instruction (p = .023).

The study demonstrated the value of experience in leadership and coaching behavior and has implications for the future direction and content of coach education programs.

Pawar et al. (2009)\textsuperscript{2} study was to assess the leadership preference of inter-university level male athletes involved in individual sports; and to discover the difference in preferred leadership among inter-university level athletes involved in individual sports. Four hundred and nine male athletes from individual sports (Track and Field=146, Gymnastics=142, and Cross Country=121), who represented their respective universities in individual sports and games, i.e. Gymnastics, Cross Country, and Track and Field at various inter-university competitions, and who volunteered to participate in the study, were selected as the subjects. Their age ranged from 18 to 25 years. The Leadership Scale for Sports developed and prepared in 1994 by P. Chelladurai was used to measure five dimensions of leader behavior preferred by male athletes involved in individual sports.

Means, standard deviations, and the F-ratio were computed to establish the significance of the differences among the athletes regarding the five dimensions of leader behavior of preferred leadership. The level of significance was set at $p < 0.05$. The data analysis revealed that the male players from the individual sports group had similar preferences in all the leader behavior dimensions.

Nazarudin et al. (2009)\textsuperscript{3} study was to identify the leadership style of coaches, player satisfaction and relationship between leadership style of the coaches and player satisfaction. This study comprises of 101 basketball players in Malaysian Intervarsity Championship. This study was conducted during the competition season. A descriptive study is used in carrying out this research. Two instruments, revised version Leadership Scale for Sport (RLSS) by Zhang, Jensen and Mann (1997) and Athlete Satisfaction Questionnaire (ASQ) by Chelladurai and Riemer (1997) were used to examined style of coaching behaviors which university football players preferred and their satisfaction in football team.


The data was analyzed using Statistical Package for Social Science (SPSS). The descriptive analysis of the data were analyzed using by means, frequencies, percentage, and standard deviations for each item were found for males, females and each level of sport involvement. For the purpose of correlation, Pearson’s was used. Correlation was done with leadership style against athlete satisfaction. The level of significance was set at $p < 0.05$.

Athletes were more preferred training and instruction coaching behavior which the highest mean score ($M = 3.01, SD = .82$) and followed by positive feedback coaching behavior ($M = 2.94, SD = .85$), social consideration coaching behavior ($M = 2.87, SD = .86$), social support coaching behavior ($M = 2.61, SD = .90$), democratic coaching behavior ($M = 2.37, SD = .92$) and autocratic coaching behavior ($M = 2.03, SD = .96$). Team integration ($M = 3.74, SD = .83$) was the most important subscale influencing athlete satisfaction in universities basketball team. Analyzed of the mean scores showed that training and instruction ($M = 3.65, SD = .84$) was the second highest mean scored for athlete satisfaction. The others factors were external agents ($M = 2.84, SD = .92$) factors most obvious of which are media and local community, the lowest rated satisfied for athlete satisfaction.

The overall correlations were moderate and positive indicating a substantial relationship was democratic ($r = .407, p < 0.01$), positive feedback ($r = .442, p < 0.01$), training and instruction ($r = .456, p < 0.01$), social consideration ($r = .550, p < 0.01$), social support ($r = .428, p < 0.01$) and autocratic ($r = .413, p < .0.01$).

Asiah Hj Mohd Pilus (2009)\textsuperscript{4} according to Asiah Successful coaching is the ability to treat athletes respectfully. Athletes have varied talents and each deserves respect for his/her uniqueness. Coaches need to vary their style with every athlete. The same training program does not suit everybody. Each athlete needs to be motivated differently Chelladurai’s Multidimensional Model of Leadership, which applies specifically to sport, recognizes the importance of leadership style: 1) actual leader

behavior 2) leader behavior preferred by athlete and 3) required leader behavior. The degree of congruence among these three components determines athlete’s satisfaction and performance. A Revised Leadership Scale for Sport (RLSS), developed by Zhang, Jensen and Mann (1997); a scale that examines style of coaching behaviors; 1) autocratic, 2) democratic, 3) positive feedback, 4) training and instruction 5) social support and 6) situational consideration behaviours is also used. The items of the Athlete Satisfaction Questionnaire (Chelladurai & Riemer, 1997), addresses the most aspect of athlete participation: 1) performance 2) leadership 3) the team 4) the individual. The purpose of this paper is to identify: 1) style of leadership behaviours athletes prefer from their coaches 2) factors of athlete satisfaction in team sport and 3) relationship between leadership style of the coaches and athletes satisfaction. According to Brian Mackenzie (2003), coaches motivate the athlete wish and provide them effective training and improve athlete performance. Asiah and Rosli (2008), indicated that the athlete in sport teams are satisfied with their teammates sense of fair play, sportsmanlike behaviour, teamwork and shared the same goals. Based on this study, a few suggestions to the sport managers for continuing their assessment to develop university sports program are made.

Mohsen Vahdani (2012)\(^5\) study was to examined the relationship between coach leadership styles and group cohesion in the individual and group teams participating in the 10th sport olympiad of male students. 321 students (N=1906 selected as sample of this study. Athletes completed two instruments in this study; Leadership Scale for Sport and the Group Environment Questionnaire. The LSS contains 40 items that measures five dimensions of leadership styles and The GEQ with 18 items assess the two dimensions group cohesion.

Cronbach's alpha coefficient was utilized to examine the internal reliability of LSS (r=0.85) and GEQ (r=0.72). Data were analyzed with one-sample repeated measures ANOVA, Bonferroni post hoc test, Pearson Correlation coefficient, and T-test (for independent groups), in significance level of P≤0.05. Result showed that coaches

exhibited higher in training and instruction and lower in autocratic style among both interactive group teams and co-acting teams.

Result showed that there are no significant differences in task and social level’s of interactive group teams and co-acting teams. Results showed coach’s styles of training and instruction, democratic, social support and positive feedback were all positively correlated to group cohesion and autocratic style negatively correlated to group cohesion.

**Philip J. Sullivan (2003)** the present research examined the relationship between the efficacy of intercollegiate coaches and their leadership style. Specific predictions between the multidimensional nature of efficacy and leadership were made. An international sample of 224 coaches (165 male, 58 female) completed Feltz et al.’s Coaching Efficacy Scale, and the Leadership Scale for Sports (Chelladurai & Saleh, 1980).

Two of the three regression models were significant with coaching efficacy accounting for up to 42% of the variance in leadership style. Motivation and technique efficacy served as significant predictors for both models. These results are in accordance with the framework of coaching efficacy and leadership within sport, and offer further validity to the construct of coaching efficacy.

**Horne, Tammy; Carron (1985)** Three major issues were examined in the present study: (a) the variables discriminating between compatible and incompatible coach-athlete; (b) the relationship between coach-athlete compatibility and athlete performance; and (c) the relationship between compatibility and athlete satisfaction.

Subjects were 77 coach-athletes from female intercollegiate teams. Compatibility was assessed using a sport-adapted version of Schutz's (1966) Fundamental Interpersonal Relations Orientation (FIRO-B) scale and Chelladurai and Saleh's (1980) Leadership Scale for Sports (LSS). Self-ratings of the quality of the coach-athlete relationship, athlete performance, and satisfaction with the coach's leadership were obtained. There

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were two variables that significantly discriminated between compatible and incompatible. The sole variable predicting athlete’s performance perceptions was the score reflecting discrepancy between athlete perceptions and preferences on the LSS reward dimension. Variables predicting athlete satisfaction were discrepancy between athlete perceptions and preferences on the LSS dimensions of training, reward, and social support.

Based on Carron's (1991)'s conceptual system of cohesion and Chelladurai and Carron's (1978) multidimensional model of sport leadership, this study examined the relationship between perceived coaching behaviors and group cohesion in high school football teams. Players (JV=163) assessed their coach leadership style and behaviors using the Leadership Scale for Sports (Chelladurai & Saleh, 1980), and the cohesion of their team using the Group Environment Questionnaire (Widmeyer, Brawley, & Carton, 1985). Multivariate multiple regression and canonical analyses revealed a significant relationship between coaching behaviors and group cohesion. Coaches who were perceived as engaging in higher levels of social support, training and instruction, positive feedback, and a democratic style were associated with higher levels of task cohesion within their teams.

A series of sub-analyses revealed that perceptions of team and individual success, as well as starter/nonstarter playing status, were also related to perceptions of coaching behaviors and/or team cohesion, while offensive and defensive positions were not related to these constructs.

Chelladurai, P. (1984) examined the relationship between the discrepancy between preferred and perceived leadership and athletes satisfaction. The five preferred and perceived leadership behaviors assessed were Training and Instruction, Democratic Behavior, Autocratic Behavior, Social Support, and Positive Feedback. Four facets of satisfaction were measured: Satisfaction with Individual Performance, Satisfaction with Team Performance, Satisfaction with Leadership, and Satisfaction with Overall Involvement. The athletes were selected from sports differentiated on the basis of task

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variability and/or task dependence. Discrepancy in leadership was computed by subtracting the perception of a specific dimension of leader behavior from preference for such behavior.

The results showed that discrepancy in leadership for athletes in the various sports was associated with three measures of satisfaction: Satisfaction with Team Performance, with Leadership, and with Overall Involvement. Further, Training and Instruction, and Positive Feedback were the most common dimensions of leader behavior affecting athlete's satisfaction.

Weiss, Maureen R.et.al (1986) Based on Chelladurai and Carron's (1978) multidimensional theory of leadership, this study examined the relationship of leader behaviors, coach attributes, and institutional variables to team performance and athlete satisfaction. Collegiate basketball players (n = 251) representing 23 NAIA teams assessed their coach's leader behaviors and also indicated their satisfaction with various facets of their athletic experience. Regression analyses revealed that neither institutional nor coach attribute variables were significantly related to team performance or satisfaction. Leader behaviors, however, were found to be significantly related to these team outcomes. Analyses with individual satisfaction scores revealed that size of school, coach attributes, and leader behaviors were predictive of athlete satisfaction. Coaches who engaged in more frequent rewarding behavior, social support behavior, and a democratic style of decision-making produced more satisfied athletes. Moreover, younger coaches and those with better previous win/loss records were related to higher levels of athlete satisfaction.

Turman, Paul D. (2003) The examination of cohesion in the realm of team sports has been studied from a number of perspectives (i.e., adherence, leadership, performance, and interpersonal relationships). Although this body of research has advanced our understanding of the importance of cohesion in small group sports, the specific techniques and strategies utilized by coaches to foster and promote cohesion

among their players has gone unexamined. This study was conducted in two phases to first identify techniques and behaviors that motivate and demotivate athletes in their sport, and then second, to determine the impact these various strategies and behaviors have on team cohesion. In the second phase a case study method was used to obtain thick description of athlete-coach interaction through the use of in-depth interviews. Findings identify numerous techniques that deter (i.e., inequity, embarrassment, and ridicule) and promote (i.e., bragging, sarcasm and teasing, motivational speeches, quality of opponent, athlete directed techniques, team prayer, and dedication) team cohesion levels.

David Lyle Light Shields (1997) The relationship between leadership behaviors and team cohesion among baseball and softball players at two school levels was analyzed in relation to predictions based on Chelladurai and Carron's (1978) Multidimensional Model of Leadership (MML). Athletes (n = 307) completed the perceived and preferred versions of the Leadership Scale for Sports (LSS) and the Group Environment Questionnaire (GEQ). Athletes coaches (n = 23) completed the self-perceived version of the LSS. Task and social cohesion were assessed in relation to the scales of the three individual versions of the LSS and in relation to two types of discrepancy scores: value and perceptual. Although the concept of discrepancy is prominent in MML theory, the perceptual discrepancy score represents an innovation. Results indicated that, in general, team cohesion was most strongly related to the perceived LSS version and the perceptual discrepancy scores. Method: Participants included 218 intercollegiate athletes from a variety of interactive team sports. At the beginning and end of their competitive seasons, athletes indicated who the task, social, and external leaders were on their respective teams and responded to four dimensions of the Athlete Satisfaction Questionnaire [Riemer & Chelladurai, (1998) Development of the Athlete Satisfaction Questionnaire (ASQ). Journal of Sport and Exercise Psychology, 20, 127–156]. Results: Those who perceived all three leadership functions to be represented to the same degree (i.e., higher number of leaders for all three functions, an average number of leaders for all three functions, or a lower number of leaders for all
three functions) were more satisfied with their team's performance and degree to which the team was integrated than those individuals who perceived an imbalance in the number of athletes engaging in those functions. Conclusion: The relative number of leaders within sport groups is related to individual perceptions of satisfaction.

**Milkyas Bassa (2012)** Coaches in sport organisations are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of their organisations. Many studies have shown that coaching leadership style and Athletes satisfaction are two of the most important and critical factors affecting player's effectiveness. Also, many researchers recognized that coaching leadership style significantly influences player's satisfaction. To better reach the goals of the sport organization and increase Athletes effectiveness, it will be helpful to clearly realize these two important factors. Therefore, theories of leadership style, athlete's satisfaction and relationship between these two factors are reviewed in this study.

The purpose of this research is to review research on leadership, leadership theories, Athletes satisfaction. Vroom (1964) stated that leadership style is one of the most important factors influencing job satisfaction according to fifteen studies. There are many studies exploring Coaching leadership style and Athletes satisfaction. No matter what categories of leadership are used in the measuring instruments, almost all of them recognize that coaching leadership style and Athletes satisfaction are significantly related.

**Chelladurai et.al (1988)** The study explored the differences between Japanese (n = 115) and Canadian (n = 100) university level male athletes in their leader behavior preferences, their perceptions of leader behaviors, their satisfactions with leadership and personal outcome, and the relationships between leader behaviors and satisfactions. The results of MANOVA showed that (a) the Japanese athletes preferred more autocratic behavior and social support while the Canadian athletes preferred significantly more training and instruction; (b) the Japanese athletes perceived higher levels of autocratic


behavior while the Canadian athletes perceived higher levels of training and instruction, democratic behavior, and positive feedback; and (c) the Canadian athletes expressed significantly more satisfaction with both leadership and personal outcome than the Japanese athletes. The results of the correlation and multiple regression analyses showed similarities as well as dis-similarities in the manner in which perceived leader behaviors were associated with the satisfaction measures in the two groups. Overall, the results of the study were more supportive of the cultural-influence hypothesis than of the athletic-imperatives hypothesis.

Weiss (1986)\textsuperscript{15} Based on Chelladurai and Carron's (1978) multidimensional theory of leadership, this study examined the relationship of leader behaviors, coach attributes, and institutional variables to team performance and athlete satisfaction. Collegiate basketball players (n = 251) representing 23 NAIA teams assessed their coach's leader behaviors and also indicated their satisfaction with various facets of their athletic experience. Regression analyses revealed that neither institutional nor coach attribute variables were significantly related to team performance or satisfaction. Leader behaviors, however, were found to be significantly related to these team outcomes. Analyses with individual satisfaction scores revealed that size of school, coach attributes, and leader behaviors were predictive of athlete satisfaction. Coaches who engaged in more frequent rewarding behavior, social support behavior, and a democratic style of decision-making produced more satisfied athletes. Moreover, younger coaches and those with better previous win/loss records were related to higher levels of athlete satisfaction.

Tor Stornes et.al (2002)\textsuperscript{16} In contemporary society, there is a concern about the excessive importance placed on winning in sport. Research suggests that an overemphasis on competitive outcomes generates moral problems that reduces pro-social behavior and even promotes antisocial behavior. In order to promote fair play and sociomoral attitudes, coaches and their leadership may be of significant importance. The aim of this investigation was to assess sportsperson ship among adolescent handball players in


Norway (N = 440) and investigate how the players perceptions of coaches leadership were associated with such behavior. Results showed that the players in general perceived themselves to behave pro-socially. However, the players also reported instrumental aggressive behavior and low respect for opponents. Associations of perceived leadership with sportsperson ship were found primarily for individual perceptions compared to teammates perceptions. This may indicate that it is the personalized leadership in dyadic relations that influences sportsperson ship. Players perceptions of supportive leadership dimensions were found to be associated with sportsperson ship. More research incorporating designs better suited to test the causality between personal perception of coaches leadership and sportsperson ship is needed.

Mark A. Eys et al (2007)\textsuperscript{17} The purpose of the present study was to examine, at both the beginning and end of a competitive season, the relationship between individual perceptions of athlete leader dispersion across three types of leadership functions (i.e., task, social, external) and satisfaction. Method: Participants included 218 intercollegiate athletes from a variety of interactive team sports. At the beginning and end of their competitive seasons, athletes indicated who the task, social, and external leaders were on their respective teams and responded to four dimensions of the Athlete Satisfaction Questionnaire [Riemer & Chelladurai, (1998) Development of the Athlete Satisfaction Questionnaire (ASQ). Results: Those who perceived all three leadership functions to be represented to the same degree (i.e., higher number of leaders for all three functions, an average number of leaders for all three functions, or a lower number of leaders for all three functions) were more satisfied with their teams performance and degree to which the team was integrated than those individuals who perceived an imbalance in the number of athletes engaging in those functions. Conclusion: The relative number of leaders within sport groups is related to individual perceptions of satisfaction.

Idou Keinde (2013)\textsuperscript{18} This study examined coaching leadership traits as preferred by athletes of universities and colleges of education located in Lagos State, South West


Nigeria. Athletes from two universities \((n=99)\) and two colleges of education \((n=92)\) were involved as study sample. The Leadership Trait Preference Questionnaire (LTPQ) was used to measure athletes preferences. Mean and Spearman rank order statistics were used to analyze collected data. Results showed that the traits of friendliness and happiness, sense of humour and cheerfulness, and cooperation were most preferred irrespective of type of institution. College of education athletes were found to have higher mean preferences \((M=34.54; SD=9.42)\) of leadership traits than their university counterparts \((M=33.64;SD=9.46)\). A significantly strong relationship \((rho=.81; {p}<0.05)\) was found between preferences of university and college of education athletes. It was recommended that coaches as leaders should from time to time exhibit emotive aspects of themselves to inspire athletes to higher performance.

Glenn Parrish Burdette et al. (2001)\(^\text{19}\) The purpose of this study was to determine what extent the preferred coaching behaviours reported by student athletes vary based on race, gender, and playing time and measure the congruency of those preferences with the actual coaching behaviours reported by coaches. NCAA Division-I student-athletes \((n = 140)\) and head coaches \((n = 14)\) in Baseball, Men’s and Women’s Basketball, Men’s and Women’s Soccer, Softball, and Volleyball were surveyed using the Revised Leadership Scale for Sport (RLSS). Using multiple regression analysis, the author attempted to predict what coaching behaviours student-athletes preferred based on student-athlete gender, race, and playing time. None of the regression models were significant, indicating a lack of variance between the predictor groups. Also, the current data revealed that student-athletes reported a significantly higher means in the Democratic Behaviour and Situational Consideration subscales than head coaches, indicating a degree of incompatibility between student-athlete preference and actual coaching behaviours. A revision of the RLSS might yield more significant and meaningful results, as two of the subscales displayed low levels of internal consistency.

\(^{19}\) Glenn, Parrish, Burdette et al., Examination of Preferred Coaching Behaviors as Predicted by Athlete Gender, Race, and Playing Time. Electronic Theses & DissertationsJack N. Averitt College of Graduate Studies (COGS).
Anthony J. Amorose et al. (2000)\textsuperscript{20} The purpose of this study was to examine the relationships among athletes intrinsic motivation (fM), gender, scholarship status, perceptions of the number of their teammates receiving scholarships, and perceptions of their coaches behavior. Male and female college athletes (N = 386) from a variety of Division I sports completed a series of paper and pencil questionnaires. Multivariate analyses revealed that (a) scholarship athletes reported higher levels of IM than did no scholarship athletes, (b) male athletes reported higher IM than did female athletes, and (c) perceived coaching behaviors were related to athletes IM. Specifically, athletes with higher IM perceived their coaches to exhibit a leadership style that emphasized training and instruction and was high in democratic behavior and low in autocratic behavior. In addition, athletes with higher levels of IM perceived that their coaches provided high frequencies of positive and informationally based feedback and low frequencies of punishment oriented and ignoring behaviors. Results are discussed in terms of cognitive evaluation theory.

Martin Dupuis et.al (2010)\textsuperscript{21} The purpose of this study was to identify and examines the leadership behaviors exhibited by formal athlete leaders. Semi-structured individual interviews were conducted with six former university male ice hockey team captains. The results of the analysis revealed three higher-order categories: (a) interpersonal characteristics and experiences, which included elements related to their personal make-up and previous leadership experiences; (b) verbal interactions, which included interactions with teammates and coaches; and (c) task behaviors. This included responsibilities and behaviors relating to administrative matters and to improving team climate, norms, and functioning. The results revealed the importance of formally designated athlete leaders (e.g., team captains) by describing the nature of their experiences, the behaviors they displayed, how the behaviors were manifested, and when and where their leadership behaviors were exhibited.

\textsuperscript{20} Anthony J. Amorose et.al, Intrinsic Motivation: Relationships With Collegiate Athletes Gender, Scholarship Swvs, and Perceptions of Their Coaches Behaviour Journal of Sport & Exercise Psychology, 2000, 22, 63-84.2000 Human Kinetics Publisher, Inc.

Hasan Birol Yalcin (2013) The concept of leadership is perhaps one of the most extensively researched topics in sport studies. Therefore, the present study examined athletes perceptions towards their coaches leadership behavior. Within this broader thrust, the sub-group differences defined by gender (an individual characteristic), task type (a situation characteristic), and gender by task type (their interactions) were investigated and compared. The five perceived leadership behaviors assessed by using the Leadership Scale for Sports (LSS) were training and instruction, democratic behavior, autocratic behavior, social support and positive feedback. The internal consistency for sub-scales of perceived version of LSS ranged from .58 to .89 in the study. The subjects of the study were 128 females and 294 males university athletes from eight different universities. The multivariate analysis for task dependence variables showed that there was statistically significant difference between interdependent sports and dependent sports among university student athletes, Wilks’ lambda = .85, F(5,416) = 5.79, p < .05. Similarly, the multivariate analysis also indicated that the grouping variables of male interdependent sports, female interdependent sports, male dependent sports, and female dependent sports were found to have significant effect on the LSS, Wilks’ lambda = .91, F(5,416) = 3.11, p < .05. Follow up univariate analysis were performed only on task dependence and the interaction of gender and task dependence, because the multivariate test was not significant for gender. Leadership behavior in sports plays an integral role in the success of athletes performance and athletic teams. Based on the findings of the present study, athletes, coaches and researchers will have better understanding as to the importance of coaching leadership behaviors and the interaction between individual differences (gender) and situational characteristics (task dependence).

Mohsen Hallajy et al. (2012) The purpose of this study was to providing a relationship modeling for the effect of transformational-transactional leadership styles of coaches on athletes satisfaction and commitment in the Iranian handball pro league. The coaches leadership style was measured by Multifactor


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Leadership Questionnaire (MLQ), players satisfaction was measured by Athlete's Satisfaction Questionnaire (ASQ) and players commitment was measured by (SCMS). These Questionnaires was distributed between 218 athletes after determining validity by confirmatory factor analysis and reliability by Alpha Cronbach coefficient ( =0.95 for MLQ, =0.95 for ASQ and =0.90 for SCMS). Descriptive statistics was used to data analysis and in order to apply (SEM), univariate regression and multivariate multiple regression were utilized to predict athletes satisfaction and commitment from transformational-transactional leadership styles of coaches. The results show that transformational leadership with (β=0.66) and transactional leadership with (β=0.19) can predict athletes satisfaction. Also transformational leadership with (β=0.53) and transactional leadership with (β=0.44) can predict athletes commitment. In addition laissez-fair leadership with (β=-0.31) can predict athletes satisfaction and could not predict athletes commitment. We can implicate that transformational leadership more than transactional leadership can predict athletes satisfaction and commitment. So the results suggest to coaches to improve transformational characteristics in their own leadership style.

Michael Reinboth et al. (2010)\textsuperscript{24} Grounded in self-determination theory (E. L. Deci & R. M. Ryan, 2000), the purpose of this study was to examine the relationship of dimensions of coaching behavior to intrinsic need satisfaction and indices of psychological and physical well-being among male adolescent athletes. Participants were 265 British soccer and cricket players (M age = 16.44). Structural equation modeling analysis, using maximum likelihood robust method, showed athletes perceptions of autonomy support, mastery focus, and social support from the coach to predict their satisfaction of the needs for autonomy, competence, and relatedness, respectively. The satisfaction of the need for competence emerged as the most important predictor of psychological and physical well-being. The findings suggest that particular aspects of the social environment may be salient for fostering particular psychological needs. The results also underline the importance of perceived competence for the psychological and physical welfare of adolescents in team sports.

David E. Conroy et al. (2007) Over a 6-week season, youth (N=165) participating in a recreational summer swim league completed measures of perceived coaching behavior (weeks 1 and 5), autonomy-supportive coaching (week 5) and psychological need satisfaction (weeks 1 and 6). Results: Responses to the ASCQ could be reduced to two correlated factors representing an "interest in athletes input" and "praise for autonomous behavior." These factors exhibited slightly different relations with perceived coaching behaviors and positively predicted coaching-associated contrasts in the satisfaction of all three basic psychological needs. Conclusions: The ASCQ appears to provide a valid assessment of young athlete's perceptions of autonomy-supportive coaching. Autonomy-supportive coaching should be evaluated as a potential source of motivational consequences of coaching and as a potential moderator of coaching effects on youth internalization.

Eagly, Alice H (2003) A meta-analysis of 45 studies of transformational, transactional, and laissez-faire leadership styles found that female leaders were more transformational than male leaders and also engaged in more of the contingent reward behaviors that are a component of transactional leadership. Male leaders were generally more likely to manifest the other aspects of transactional leadership (active and passive management by exception) and laissez-faire leadership. Although these differences between male and female readers were small, the implications of these findings are encouraging for female leadership because other research has established that all of the aspects of leadership style on which women exceeded men relate positively to leaders' effectiveness whereas all of the aspects on which men exceeded women have negative or null relations to effectiveness.

Robin S. Vealey et al. (1988) The focus of this study is on burnout experienced by athletes and coaches, and particularly on how athletes perceptions of their coach's

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behavior and communication style may relate to levels of burnout and anxiety experienced by athletes. A modified version of the Maslach Burnout Inventory was used to measure burnout in coaches and the Eades Athletic Burnout Inventory was used to measure six components of burnout in athletes. Three multivariate analyses supported links in the study model. Coach burnout was significantly related to perceived coaching styles/behavior, perceived coaching styles/behavior was predictive of athlete burnout, and athlete anxiety and athlete burnout were significantly related. Interestingly, perceived coaching style/behavior was not a significant predictor of athlete anxiety. The results are discussed in relation to psychometric issues in the measure of burnout and coaching behavior as well as the need for sport psychology researchers to examine burnout from within a social contextual perspective.

**Philip J. Sullivan et al. (2003)** The present research examined the relationship between the efficacy of intercollegiate coaches and their leadership style. Specific predictions between the multidimensional nature of efficacy and leadership were made. An international sample of 224 coaches (165 male, 58 female) completed Feltz et al.'s Coaching Efficacy Scale, and the Leadership Scale for Sports (Chelladurai & Saleh, 1980). Two of the three regression models were significant, with coaching efficacy accounting for up to 42% of the variance in leadership style. Motivation and technique efficacy served as significant predictors for both models. These results are in accordance with the framework of coaching efficacy and leadership within sport, and offer further validity to the construct of coaching efficacy.

**Saybani H.R et al. (2013)** The aim of this study is to investigate the relationship between transformational leadership style of Iranian high school coaches, sport commitment and athletes satisfaction of Iranian high schools football players. The survey design, correlational study, and inferential statistics were applied in this research. The SEM was applied as a strong procedure to analyze the data and to develop the models. This study conducted in Alborz province of Iran. Population of this study was

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558 football players (15-20 years), participating in an annual tournament that is organized by the Ministry of Education sport department of Iran. A total of 280 high schools football players were selected to participate in this study by using the simple random sampling procedure. Instruments of the study were MLQ (Bass & Avolio, 1995), SCMS (Scanlan, et al., 1993) and ASQ (Riemer & Chelladurai, 1998). The results of the study indicated that there is a positive and significant relationship between transformational leadership style of coaches, sport commitment ($r = .419$, $\beta = .478$, $p$ value = .001), and athlete satisfaction of football players ($r = .386$, $\beta = .443$, $p$ value = .001). Therefore, it can be concluded that transformational leadership behaviors can increase sport commitment and athletic satisfaction of high schools football players.

**H. Saybani et al. (2013)** The purpose of this study was to investigate the mediation role of athlete satisfaction on the relationship between transformational leadership style of Iranian high schools coaches and sport commitment of Iranian high schools football players and also to develop a coaching model. The survey design, correlational study and inferential statistics were applied in this research. The Structural Equation Modeling (SEM) was applied as a strong procedure to analyze the data and develop the models. Population of this study was 558 football players (15-20 years). 280 high schools football players were selected to participate in this study by using the simple random sampling procedure. Instruments of the study were MLQ (Avolio and Bass, 1995), SCMS (Scanlan, et al. 1993) and ASQ (Riemer and Chelladurai, 1998). Moreover, SEM and ANOVA (Analysis of Variance) applied for testing hypotheses of the study. The results of the study indicated that there is a positive and significant relationship between transformational leadership style of coaches and athlete satisfaction of football players. In addition, athlete satisfaction significantly mediated the relationship between transformational leadership style of coaches and sport commitment of football players. All fit indices of the measurement and mediation models were acceptable. Therefore, these models were fit the data of the current study. Findings of this study revealed that
transformational coaches with increasing satisfaction of football players would increase the sport commitment of football players.

**Riemer, H. A. (2011)** This study investigated (a) the differences between the offensive and defensive personnel of football teams in preferred leadership, perceived leadership, and satisfaction with leadership, and (b) the relationships among preferred and perceived leadership, their congruence, and satisfaction with leadership. The study employed hierarchical regression procedures to test the congruence hypothesis derived from the multidimensional model of leadership. The results showed that defensive players preferred and perceived greater amounts of democratic behaviour, autocratic behaviour, and social support than did offensive players. Also, the congruence of preferred and perceived leadership in the dimension of social support was critical to enhancing member satisfaction. On the other hand, perceived leadership (i.e., the actual behaviours) in training and instruction as well as positive feedback were stronger determinants of satisfaction with leadership than either the preferred leadership or the congruence of preferred and perceived leadership in these dimensions.

**Frode Moen (2011)** This article looks at whether higher levels of perceived coaching competencies focusing on relational issues, were associated with higher satisfaction among elite athletes with their progress in sport. In order to explore this, we investigated elite athletes perceptions of their coaches coaching competence (CCS) and how these perceptions related to their own satisfaction with their progress in sport during the last year. The CCS measures core competencies for coaches as defined by the coaching profession (Moen & Federici, 2011). Our hypothesis was partly confirmed as the results revealed that higher perceived coach competencies were associated with higher athlete satisfaction with their progress in sport. This result applies for all the five dimensions of the CCS. However, the group of athletes who are most dissatisfied with their progress in sport do not follow this trend, as they in general score higher on the different dimensions of the CCS compared to the nearby levels.

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Brian T. Gearity (2013) Effective coaching has long been associated with winning. Because of this Conceptualization of effective coaching, researchers have tended to study the behaviors and thought processes of winning coaches, but not how these behaviors and thought processes affect athletes. Very little research has looked at poor, ineffective coaching, specifically from the athletes perspective. Because of this, our understanding of poor, ineffective coaching is limited. The purpose of this study was to explore collegiate, professional and semi-professional athletes perceptions of poor coaching. An existential phenomenological research design provided the framework for understanding athletes experience of poor coaching. Data were collected via in-depth interviews with 16 athletes (10 male, 6 female; 12 Caucasian, 4 African-American). Athletes described a total of 33 poor coaching experiences that occurred in a variety of sports (baseball, basketball, football, soccer, softball) at several competitive levels (youth, middle school, high school, collegiate, and professional). Data were analyzed using phenomenological methods, similar to the constant comparative method, which led to the identification of five themes that constitute the essence of athletes experience of poor coaching: Not teaching, Unfair, Uncaring, Inhibiting, and Coping because the athletes talked about poor coaches who were both winning and losing coaches, it was clear that for the athletes, poor coaching was not associated with losing.

Maryam Sarpira et al. (2012) The present study aims to review the relationship between coaching leadership style and Team cohesion. The subjects of the study were all the elite athletes of team and individual disciplines in Tabriz in 2011 that would be sent to the provincial championships. 250 athletes were randomly selected. The instruments for the research were: standard leadership scale for sport questionnaire (LSS) and Team cohesion questionnaire (TCQ). The questionnaires were reviewed and their validities were approved by 15 academic experts and professors. Using Cronbach's alpha coefficient, the researchers calculated the reliabilities of 95%, 90% respectively. This study is a descriptive -correlative one which is performed using field study method.

Descriptive-Statistical method was used to present the information in tables and graphs and inferential statistical method (Spearman Correlation) was used to determine the relationship between coaching styles and Team cohesion and finally Mann–Whitney U test method was utilized to statistical comparison between coaches and male and female athletes in team and individual sports. The results showed that there was a clear and significant positive relationship between all aspects of team cohesion and training and practice leadership, task-oriented leadership, and relationship-oriented leadership styles. But there is no significant positive relationship between team cohesion dimensions and directive leadership style. The behavior of coaches in leadership style has a determining role in team cohesion, so coaches can improve the team cohesion by choosing an appropriate leadership style which consequently leads to success of athletes and achievement in competitions.

**Wegene Waltenegus Kidane (2011)** The purpose of this study was to see the relationship of player satisfaction and coach coaching behavior at National team level. The research was descriptive. The population consisted of national team soccer coaches (6) and players (54). The sample was selected by purposive sampling technique. The instruments for data collection included were demographics questionnaire, Leadership Scale for Sport (LSS) and Athlete Satisfaction Questionnaires (ASQ). The data were analyzed using Spearman’s rank correlation coefficient (p = 0.05). The results showed that most of National team male and female players were satisfied by their current performance (M=1.35, SD=.52) and team performance (M=1.22, SD=.25) respectively. Male Ethiopian National team coaches were mostly exhibited Positive Feedback (M=3.7, SD=.79) followed by Training and Instruction (M=3.6, SD=.58) type of coach coaching behavior.

**Zahra Rohani et.al (2013)** The main aim of the research is to study the relationship between coaches leadership styles with boy athletes competitive anxiety participated in the super league of volley ball in the country medicine sciences in 2011.


36 Zahra, Rohani. et.al . The Relationship Between Coaches Leadership Styles With Athlete’s Competitive Anxiety In The Volleyball Of Medical Sciences Universities. Life Science Journal 2013.
The statistical community of the study is consisted of the whole participants including 12 teams (144 players and 12 coaches) which the sampling is done as total-counting method. The research tool includes a questionnaire of leadership scale at sport (LSS), Chelladurai (1980) and Martins (1990) competitive anxiety questionnaire (SCAT). To analysis the related data, Spearman correlation coefficient was used and Mann-Whitney U test was also applied for comparing the styles from players and coaches comments after Levine test (for variance homogeneity); the comparison of other styles has used Spearman correlation coefficient and t independent test; and also, for evaluating the data, SPSS Software 19 was efficiently applied in this regard. The results indicated that cognitive-competitive anxiety has a positive and powerful relationship with other leadership styles but it does not have the relationship with practice and education leadership styles, democratic and social support; the comparison of coaches leadership styles showed that these coaches apply educational leadership style more than democratic pattern in terms of players views; also, they believe that educational leadership acts better than other styles in this regard. In addition, the related comparison among the athletes showed that there is a positive significantly difference between practice and education and democratic styles; in summary, the effect of leadership style and coaches behavior on athletes competitive anxiety and the importance of applying leadership styles by coaches is more felt in this regard. [Zahra R, Hamid J, Hossein T. The relationship between coaches leadership styles with athlete’s competitive anxiety in the volleyball of medical sciences universities.

Michael Jetté Navarre (2008)\textsuperscript{37} The following study involved qualitative interviews with 15 National Collegiate Athletic Association (NCAA) Division III male soccer coaches, who concurrently served as head mens and womens soccer coaches, in order to assess their perceptions of gender similarities and differences in coach-athlete and teammate relationships. Male coaches were asked to assess the qualities of successful coach-athlete relationships and compare the impact of coach-athlete and teammate relationships upon male and female athletic performance. Additionally, coaches compared the importance of athletic performance and coach-athlete and teammate

\textsuperscript{37} Michael, Jetté, Navarre. Male College Soccer Coaches Perceptions Of Gender Similarities And Differences In Coach–Athlete And Teammate Relationships. Introducing The Construct Of Relationship Performance Orientation. A Dissertation Submitted To The Faculty Of The Graduate School Of The University Of Minnesota.2008
relationships to males and females orientation to sport and reflected on whether or not they coached and led their male and female athletes similarly or differently. After a qualitative analysis of the transcripts, the relationship–performance orientation construct was developed to explain the perceptions of the male coaches. Interviewed, and it serves as a unique perspective to viewing male and female athletes orientations to sport. Results revealed that coaches perceived their male athletes to be more performance oriented and their female athletes to be more relationship oriented. Coaches identified the same attributes for successful coach–athlete relationships with males and females and reported coaching their male and female athletes similarly despite noting differences in communication and leadership. Coaches perceived females to be more coachable and less competitive than males. Coaches also perceived females to be more interested in decentralized leadership environments compared to males who were perceived to favor hierarchical leadership structures. Coaches also reported that the women's game is undergoing an evolution through which female athletes are becoming more competitive and starting to adopt orientations to sport that resemble male athletes.

The reviewed literature shows that there have been numerous studies nationally and internationally on different aspects of coaches leadership and athlete satisfaction in different age groups, different sex, and different countries, but there are very scant studies on athletes of Sports Authority of India in general and Punjab in particular. Therefore the present study has been contemplated to unravel the different facts of coaching leadership style and athlete satisfaction among SAI centre athletes of Punjab (India)